Re: A teachers perspective initially

Marty Tennant (*marty@sccoast.net*)
Wed, 28 Aug 1996 06:21:57 –0700

```
Jan Bolluyt wrote:
>
> It seems that access potential and current technologies are so varied and
> changing so rapidly, I hope that universal access is not tied to a specific
> technology or equipment or defined so specifically to deny cost-effective
> and advanced technological changes.

This is a very important issue.  Service providers might want to get committments
stretching out for years based on providing the "discounts".  I would caution
schools from committing to too much, too early, in a rush of enthusiasm.

..snip..

> As our schools become less typed to a building, I hope that universal access
> is not restricted to within the walls of a physical building as many of the
> definitions purvey.
>
> When do "students" stop their "studenthood".  At what point do we deny
> subsidized access.  College? Junior College? Early graduates? Adult
> education?  GED students? "life-long" learners?

These are all very valid points.  Flexibility is needed in the ability of
schools to deploy the technology.

For this reason, and until I see the discount levels involved, I am thinking
that school districts may well want to consider the option of declaring
themselves to be a reseller of telecommunications services under the new
law.  This provides discounts off retail along with freedom and flexibility.
It will not initially make your local telco happy.

Marty Tennant
President
Low Tech Designs, Inc.
"Bringing Technology Down to Earth"tm
"Common Sense Computer and Communications Solutions"tm
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Questions to be answered

Sylvia Nespoli (*sylvia_nespoli@ridleysd.k12.pa.us*)
28 Aug 1996 07:57:10 –0400

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REGARDING          Questions to be answered
```

How many members are on the Board?
What are their political backgrounds?
What part do the Lobbyists play in this process??
Are we to believe that all of the board members are reading every item
contained on our on-line repository?
What does PEG mean as used in the material?
What is the definition for "insular" as used in the material??
What are Lifeline and Link-up programs mentioned in the material???

---

universal service vs. public sector service

Miles R Fidelman *(fidelman@civicnet.org)*
Wed, 28 Aug 1996 09:21:24 –0400 (EDT)

Just a quick comment to note that there is a big difference between
universal service and service for libraries, PEG stations, schools, etc.

Universal service is like the telephone: everyone has it and it's
relatively cheap. The best model for universal advanced service is a
university or corporate campus, where there is a "data wall plug" next to
every telephone jack. On the MIT campus, for example, a 24-hour, high
speed connection to the campus network (and through it to the Internet)
costs around $25/mo. –– That's the kind of service I'd like to my home
office (or classroom, or library).

For this kind of universal service to exist, at modest cost, economies of
scale have to be exploited –– we're talking about building network
utilities akin to telephone, water, sewer, electric systems – i.e.
infrastructure.

By contrast, much of the talk about free (subsidized) access for schools,
etc., implies that the commercial vendors will focus their efforts on the
largest, most profitable markets (i.e. "cream skimming), and throw a bone
to the rest of us in the way of free service in a few locations.

Don't get fooled by what looks like a good deal. Cream skimming plus free
service for schools and libraries translates to not very much service for
homes, small businesses, small non-profits, etc.

```
************************************************************************
Miles R. Fidelman              mfidelman@civicnet.org
President &                    91 Baldwin St. Charlestown MA 02129
Director of Civic Networking Systems    617-241-9205 fax: 617-241-5064
The Center for Civic Networking         http://civic.net/ccn.html

Information Infrastructure: Public Spaces for the 21st Century
Let's Start With: Internet Wall-Plugs Everywhere
Say It Often, Say It Loud: "I Want My Internet!"
************************************************************************
```

- **Next in thread:** Stephanie Stevenson 904/939-2377/78: "RE: universal service vs. public sector service"

my initial two cents

George H. Brett II (*ghb@sherman.boulder.lib.co.us*)
Wed, 28 Aug 1996 08:32:49 –0600

Hullo Folks,
I'll start off with a thanks to Link for that closing statement and borrow
it for my beginning: "I look forward to the continuing discussion here and
will try to inject a smile or two with the written word to temper my soap
box verbiage as I would do in person."

Now up on the soap box with a couple quick points:

1) Let's focus on the issues at hand... what is being offered by the feds,
what is universal services, what is meant by subsidized access. Let's not
spend our time re-hashing the issue of training-support-"do they know how
to use it?" That is not to say those are not important. It is to say that
I'm not interested in that discussion in this forum.

2) I'd not sure of who the players are in this particular game. I hope to
learn more clearly as this month goes on.

But, I will echo an underlying theme I am reading already -- the
definitions of "community," "education," and "library" are pretty varied --
or at least I know that they vary depending on who you speak with
government, commercial, or the many different entities involved with
education (K12, Higher Ed, Continuing Ed, Remedial Services for Industry).

I know that it would be helpful if this seminar were to build a glossary
that would better define these terms, concepts, and issues. What say you
all?

3) Introduction of me..... well, much of my experiences are posted on the
web at:
   http://sherman.boulder.lib.co.us:8001/~ghb
You can find a resume, outlines and presentations going back to 1994, check
out some of my ideas in the "works in progress." One thing you may not
realize is that I've been working with education and libraries for a long
time.

My great-grandfather was the Cleveland Public Librarian at the turn of this
century. He did a couple things that I admire greatly: He opened the stacks
to the library patrons (direct access to resources). He began Saturday
story hours for children (services for marginal communities). He was one of
the founding persons of the recently defunct Case Western Library School
(professional development). Personally I feel that these issues continue to
be important. I hope that I can help impact positively on the digital
future in a way similar to William H. Brett.

Thanks for your time --
        -- I look forward to more discussions (some heated, no doubt)

George

```
  George H. Brett II
3455 Table Mesa Drive   |   Boulder Public Library
#130-D                  |   1000 Canyon Dr. - PO Dr. H
Boulder, CO 80303       |   Boulder, CO 80306
v. 303-543-9271         |   v. 303-441-3472
f. 303-499-7975         |   f. 303-441-4106
e. ghb@colorado.edu     |   e. ghb@sherman.bldr.net
http://sherman.boulder.lib.co.us:8001/~ghb
```

Design then Create

Robert H. Terry (*rhterry@rbse.mountain.net*)
Wed, 28 Aug 1996 10:40:32 –0400 (EDT)

In all cases a good deal of time and effort needs to be put into the
design process, before one devlopes (i.e. comes up with solutions for any
problem space). A Universal Service needs lots of topics designed including:

1. A standard interface
2. A standard collection structure
3. A standard policy for availability and housing
4. A standard for Administrative qualifications
5. Standardized metadata models

In this manner the system will be usable internally and externally. In
addition cooperating sites will be able to interoperate (share
information). If care is not taken at the start to provide everyone with
rules to follow, it will become just another form of the adhoc, creative,
and hard to follow format which the WWW has become.

Work should be geared towards automation whenever possible, the system
should not have to employ cadres of specialist as it grows. It needs to
be dynamically generated pages using an easy to follow high level
interface for Administrators and an intuitive one for end users.
Scalability should be incorporated at the start (i.e. it should rely upon
a stable under-lying database which can handle massive amounts of data,
and can be distributed for browsing/searching).

Just a technical $0.02 worth, whom has been working with these issues for
the past few years using the WWW. Realizing theres much more than
mentioned which needs to be designed before a step is taken towards
implementation.

Bob Terry

Access issue

Rick Valley (*Richard_Valley@decorah.k12.ia.us*)
Wed, 28 Aug 1996 09:44:55 −0600

I enter this conversation from a school & library-media center where we
have access... direct access... and where any student may have a free
dial-in access. In the future of the dial-in access may cause expansion of
the current system or some more limitations. However, our access also
relates to parental control over the individual use of the system, and we
require an acceptable use contract before issuing password access at the
schools. Our experience is short ... less than a year...
In terms of universal access, I would hope we would allow some local
control within a range of options. Our district chose an alternative route
to the usual in Iowa and has been criticized.... Issues of technical
support and inservice training for teachers, especially related to
integration into existing and proposed curriculum, are also very important.

```
*********************************************************************
Richard Valley              "Wired and ready!"
700 Ridge Road              Work (319) 382-3643
Decorah, IA  52101          Fax (319) 382-3107
(319) 382-4506                  Richard_Valley@mail.decorah.k12.ia.us
- or -

valleyri@martin.luther.edu
*********************************************************************
```

Re: A teachers perspective initially

Richard Buro (*rwburo@tenet.edu*)
Wed, 28 Aug 1996 09:50:37 –0500 (CDT)

Hi, Jan and the group. Jan, your points are well taken. I think that it is
critical that universal access be completely open, standards based and
adaptable to both current and cutting edge technologies. The issue of
access must drive the hardware solutions to make things work, rather than
the other way around.

Your points on schools and when is a student a student is also well taken.
As we are demonstrating in this virtual seminar, we are all learning all the
time. In my view the geographical or physical or even temporal constraints
need to be as transparent as possible –– school should be less a place as an
idea –– learning is the key and sharing imformation is empowerment.

```
Richard Buro, Master TENET Mentor/Facilitator  INTERNET:   rwburo@tenet.edu
Coordinator of Instructional Media              VOICE PHONE:    817-791-6156
Temple Independent School District              OFFICE FAX :    817-791-6158
300 South 27th Street                           PAPER FAX  :    817-791-6100
Temple, TX   76504-4012                    HOME VOICE PHONE:    817-778-0386
Moderator:   tenet.interest.videomakers         Remember the crew of Apollo 1
             tenet.interest.txstudies           Remember the Challenger 7.
             tenet.taet.memberinfo
             tenet.projects.nasa-iliad          WE MAKE YOUR MAGIC HAPPEN!!!!
```

Re: topic suggestions

Richard Buro (*rwburo@tenet.edu*)
Wed, 28 Aug 1996 09:50:32 –0500 (CDT)

>None of this connectivity is of any use if teachers don't know how to
>use it. How will they be trained and by whom? What provisions will be
>made for technical support after installation? What about experienced
>teachers and/or administrators being offered supplements to support
>their co-workers?

Hi, Jim. This is an excellent set of queries. In my honest opinion (IMHO),
we need to have our curricula driving our networks, not the other way round.
We also need to realize that regardless of how much money we target at
"stuff," that is only 33% of the project. Another 33% is training, and the
final 33% is technical support for sustainability. So a $ 6 million
technology project done right would have $ 2 million in hard-/software, $ 2
million in training, and $ 2 million in tech support. I know that sounds
optimistic and perhaps too simplistic, but reality states that if you look
at total cost pictures, you are spending about that much to do all the
pieces anyway.

I believe also that we must train our own people to work on our own stuff
for the most part. Aides, maintenance staff, custodial staff, etc. must be
able to handle about 75% of all the problems related to technology –– most
of the time it's a disconnected wire, or a server that needs to be rebooted.
We can train our own staff to handle simple problems and to complete a
troubleshooting problem report to direct technicians to the right problems.
I feel that our own people can train each other using cadres and teams. We
have been successfully doing this in Texas for several years with the Texas
Education Network's Master Trainer project.

The real problem with be with remote and rural areas –– lots of places have
little or no service provision. If we want true universal service in
telecommunications, we must look at it like the REA did back in the 30's and
40's –– every house gets it –– that's true universal service. I know the
thrust is for schools in this legislation, but that is also what needs to
drive this –– every red school house gets connected.

```
Richard Buro, Master TENET Mentor/Facilitator INTERNET:  rwburo@tenet.edu
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```

Re: A teachers perspective initially

Rex Buddenberg (*budden@nps.navy.mil*)
Wed, 28 Aug 96 08:21:39 –0700

```
> Jan Bolluyt wrote:
> >
> > When do "students" stop their "studenthood".  At what point do we deny
> > subsidized access.  College? Junior College? Early graduates? Adult
> > education?  GED students? "life-long" learners?
> >
> > Jan
>
> Excellent point.  If we subsidize educational instutions, does this mean
> only those within the bricks and mortar buildings, or does it apply to
> students doing homework, or home schooling, or teachers from home?  An

Broaden the perspective a bit.  The economic issue isn't
edu vs everything else, but rather non-commercial use vs
commercial use (an issue that the Internet as a whole thrashed
about 4 years ago).  Consider 'subidized service' for a
wider audience and crank this economy:
        - include the fire department, police department,
hospitals, and ambulance folks as part of the non-commercial
base.  Note that they are funded out of the same tax base
so the economies of scale ought to be attractive.
        - consider the role of schools when a disaster
strikes.  Consider what the role of the schools might
be if the Northridge quake had struck at 10AM instead of
0430.
        There are several one-time costs (like a network
operations infrastructure) that you're willy-nilly stuck
with regardless of the size of the network.  So making the
network bigger lets you pro-rate those costs over a wider base.

Rex Buddenberg
```

Tech Support and Long Term Funding

Marty Tennant (*marty@sccoast.net*)
Wed, 28 Aug 1996 12:05:06 -0700

When I graduated from high school (A.C. Flora/'73) in Columbia, SC,
we had a radio station, telescope and observatory, classes in
Radio/TV and electronics. We were not a vocational school, but we
had a core group of students and teachers that made this possible.
I remember many of the junior and senior students working on the
school PA system and other early electronic systems we had in use.

I encourage thought along the lines of advanced technology courses
for high schools, where the students, with appropriate oversight,
run the local networks and systems, and get course credit.

These same students could be hired during the summer to maintain
systems and prepare a new group coming in to learn.

As mentioned in a previous post, School Districts can just as easily
resell telecommunications services as I can, and as I plan to do.

This also introduces the opportunity for outside money sources
for long range funding of technology needs.

My mother is a graduate of the University of SC. The Alumni
Assoc. markets LDDS long distance to their members, and every
phone call generates money for scholarships. Pretty neat.

If you think about the efficient flow of funds, the service providers
that will be offering you discounted services will have to make this
up somewhere. That somewhere will be in your local phone bill.

Why not get telecom service at a discount yourself, for your own
needs, and be able to offer phone service to your student's families
too, at a profit? That way, the money flows are direct and not dependant
upon Federal boards and individual PSC decisions.

This is of course, all hinging on the discount levels established for
educational, library and medical users. This is similar to the problem
the FCC had to go thru on the wholesale discount for local exchange
service. It will be interesting to see how this discount level for
schools/library/medical users will be set.

Marty Tennant
President
Low Tech Designs, Inc.
"Bringing Technology Down to Earth"tm
"Common Sense Computer and Communications Solutions"tm

Re: topic suggestions

Rex Buddenberg (*budden@nps.navy.mil*)
Wed, 28 Aug 96 09:07:03 -0700

- ☐ **Messages sorted by:** [date][thread][subject][author]
- ☐ **Next message:** Stephanie Stevenson 904/939-2377/78: "RE: universal service vs. public sector service"
- ☐ **Previous message:** Rex Buddenberg: "Re: A teachers perspective initially"
- ☐ **In reply to:** Richard Buro: "Re: topic suggestions"
- ☐ **Next in thread:** Mary Emery: "Re:rural and remote"

```
> >None of this connectivity is of any use if teachers don't know how to
> >use it. How will they be trained and by whom? What provisions will be
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> >teachers and/or administrators being offered supplements to support
> >their co-workers?
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> Hi, Jim.  This is an excellent set of queries.  In my honest opinion (IMHO),
> we need to have our curricula driving our networks, not the other way round.
> We also need to realize that regardless of how much money we target at
> "stuff," that is only 33% of the project.  Another 33% is training, and the
> final 33% is technical support for sustainability.

These numbers are consistent with business survey data (it's skimpy
but there is some).

>
> I believe also that we must train our own people to work on our own stuff
> for the most part.  Aides, maintenance staff, custodial staff, etc. must be

Correct again.  The Scylla and Charibdis that edu folks routinely
founder on are:
        1.  What's a complete system?  I've seen bond issues that
get wires in the wall ... nothing more.  I've seen the telcos offer
'free' connectivity and school personnel thinking that their troubles
are over.  The stories abound.
        Complicated by the fact that this is a very fragmented
industry.  No single vendor sells a 'complete system' and the
integrators who can put it together tend to be a suspect lot.
We probably can't change the industry and I'm not sure we'd want
to -- likely to get what we ask for;-), so the remaining alternative
is enough education invested in the K12 community that they can
recognize complete systems themselves.
        We've been working with the K12 school system in two counties
here for about 3 years (I dispatch my grad students in teams to
work on their projects ... it's my lab and my students learn what
I think they need to know).  I've watched with gratification
several folks come over that learning curve and gain a very good
idea; similarly some that we've worked with seem hopeless.
        In this regard, one of my student teams this quarter is
doing some curriculum development -- an outline for 'net shop'
to go alongside auto shop and wood shop in the HS vocational
curricula.  If it works out, will be on our K12 WWW page in
a month or so.

        2. ' None of the so-called technology plans (that all
```

schools around here are supposed to have) make any acknowledgement
toward the life cycle costs you mention. Ignorance, political
incorrectness (not saleable), stubbornness ... I don't know why.
But I haven't seen one in a school yet that comes close to
recognizing these life cycle costs.

> I feel that our own people can train each other using cadres and teams. We
> have been successfully doing this in Texas for several years with the Texas
> Education Network's Master Trainer project.
>
The hardest part of this problem is jump-starting. How do you get
the initial cadres to seed the train-the-trainer programs?

> The real problem with be with remote and rural areas -- lots of places have
> little or no service provision. If we want true universal service in
> telecommunications, we must look at it like the REA did back in the 30's and
> 40's -- every house gets it -- that's true universal service. I know the
> thrust is for schools in this legislation, but that is also what needs to
> drive this -- every red school house gets connected.

In the '70s, Alaska was looking at a big oil windfall and a bunch
of legislators had a burr under the saddle to move the capital
from Juneau to somewhere between Anchorage and Fairbanks -- to
get the government closer to the people. News: there's no place
in Alaska where a bricks/mortar capital will be 'close to the
people'. Eventually, the mania subsided and a goodly chunk of
the money was spent on getting edu tv (satellite dishes and the
like) into the schools in all those ~100 population villages.
        There are several technological fixes (including, among
others, the coming Low Earth Orbit satellite infrastructure)
if we can get an economic model that works.

Rex Buddenberg

RE: universal service vs. public sector service

Stephanie Stevenson 904/939-2377/78 (*STEVENS@mail.firn.edu*)
Wed, 28 Aug 1996 10:09:36 -0400 (EDT)

This might be a very naive point of view, but with universal service, could
there not be and educational discount for those who are legitimately using
the service for whatever kind of educational access, be it home school,
classes, etc. There could be some form of documentation for these purposes
that provide a discount rate. This way education would get its discount and
the discount would provide an incentive for education. Life long learning
is critical for an informed electorate.

Stephanie Stevenson
stevens@mail.firn.edu
5th Grade Graduation Enhancement
Holley-Navarre Intermediate School
1936 Navarre School Road
Navarre, FL 32561
Phone:904-939-2377 FAX:904-939-0548

Re: topic suggestions

FREDNAC@jessie1.dsc.k12.ar.us
Wed, 28 Aug 1996 12:34:34 CDT

```
> Date sent:      Tue, 27 Aug 1996 17:33:20 -0500
> From:           Jim McClellan <jimmac@usit.net>
> To:             us-nd@info-ren.pitt.edu
> Subject:        topic suggestions

> None of this connectivity is of any use if teachers don't know how to
> use it. How will they be trained and by whom? What provisions will be
> made for technical support after installation? What about experienced
> teachers and/or administrators being offered supplements to support
> their co-workers?

    Jim
```

This is an important issue and should be considered in the
distribution of funds.

Our county started staff development in technology for
teachers/educators two years ago. We now have teachers in each school
trained to provide instruction to their administration/faculty. A
majority of the trainers are library media-specialist. A stipend was
provided to attend the training workshops.

We have learned to wire our own schools(with student assistants)
install and configure networkcards, plus provide hands-on training in
the areas of: Electronic mail, word processing, spreadsheet, data
base, surfing the net, multimedia,etc.

Re:rural and remote

Mary Emery (*memery@lcsc.edu*)
Wed, 28 Aug 1996 11:27:56 –0700 (PDT)

We are looking at addressing the rural and remote question by linking ed
and library access to a community cooperative that will provide last-mile
dial-up access to remote communities. so far so good.
But since many of the people in these remote areas last the resources to
participate in dial-up access, we still have a problem in addressing
universal access.
mary emery

On Wed, 28 Aug 1996,
Richard Buro wrote:

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```
> ------------------------------------------------------------------------
> Richard Buro, Master TENET Mentor/Facilitator INTERNET:   rwburo@tenet.edu
> Coordinator of Instructional Media              VOICE PHONE:    817-791-6156
> Temple Independent School District              OFFICE FAX :    817-791-6158
> 300 South 27th Street                           PAPER FAX  :    817-791-6100
> Temple, TX   76504-4012                    HOME VOICE PHONE:    817-778-0386
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>              tenet.interest.txstudies         Remember the Challenger 7.
>              tenet.taet.memberinfo
>              tenet.projects.nasa-iliad        WE MAKE YOUR MAGIC HAPPEN!!!!
> ------------------------------------------------------------------------
>
>
```

-

Access ... communication or education?

Rick Valley (*Richard_Valley@decorah.k12.ia.us*)
Wed, 28 Aug 1996 13:45:34 –0600

Universal access could be interpreted to mean a digital replacement for the
telephone system... paid (or supplemented) by federal funding. In schools,
the planned end use of the connectivity is critical. Chats and personal
email are great, but is that the business of this federal program?

In schools, the instructional integration must be planned before or come in
tandem with the connectivity. In the public library, the issue of
commercialization of the connectivity must be addressed and resolved. From
the home, the connectivity issue balloons into a question of freedom or
control....

```
*********************************************************************
Richard Valley                "Wired and ready!"
700 Ridge Road                Work (319) 382-3643
Decorah, IA  52101            Fax (319) 382-3107
(319) 382-4506                     Richard_Valley@mail.decorah.k12.ia.us
- or -

valleyri@martin.luther.edu
*********************************************************************
```

Re: universal service vs. public sector service

Sally Hawkes (*shawkes@comp.uark.edu*)
Wed, 28 Aug 1996 14:05:19 -0500 (CDT)

We've had some similar discussions in Arkansas on making sure that we
clarify the differences between universal service -- ability to provide
Internet access to the general public -- and discounts on tariffs for
education and library service costs--not having to pay the same as
commercial companies for connections so we can provide general access to
the public.

Arkansas has a common infrastructure for the academic, school and public
libraries. The problem is the state funds the school districts with a
loan from teacher retirement, the academics have had NSF backing but the
public libraries haven't fared so well. Ironically, the public libraries
are expected to provide the universal service to those who can't afford
Internet service at home (browsing the Web, e-mail not including in this
concept.) Academic and school libraries benefited from their parent
organizations participation in ARKnet and APSCN, but public libraries have
no parent organization to fund them, except what is taken out of LSCA.

Now with the FCC hearings there is a possibility that education and
library tariff discounts might be separated from state govt. tariff
discounts that already are in place in Arkansas. This could have a
disastrous effect on the cooperative infrastructure that was build by the
education, library and state government funds and personnel. Would this
have an impact on what is already in place in other states?

Also I haven't noticed a difference when referring to the ISPs and the
telephone company connections. My undertstanding is that while the telcos
are regulated by the FCC, an ISP that isn't a telco company doesn't have
any regulatory agency at all.

```
Sally Hawkes                       shawkes@comp.uark.edu
Arkansas State Library             501-682-6052
Coordinator of Library Network Services 501-682-1531 fax
One Capitol Mall
Little Rock,  AR   72201
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On Wed, 28 Aug 1996, Miles R Fidelman wrote:

> Just a quick comment to note that there is a big difference between
> universal service and service for libraries, PEG stations, schools, etc.
>
> Universal service is like the telephone: everyone has it and it's
> relatively cheap. The best model for universal advanced service is a
> university or corporate campus, where there is a "data wall plug" next to
> every telephone jack . . .

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> By contrast, much of the talk about free (subsidized) access for schools,
> etc., implies that the commercial vendors will focus their efforts on the
> largest, most profitable markets (i.e. "cream skimming), and throw a bone
> to the rest of us in the way of free service in a few locations.
>
> ***********************************************************************
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- **Next message:** Technology Task Force: "Topic Suggestions"
- **Previous message:** Rick Valley: "Access ... communication or education?"
- **In reply to:** Miles R Fidelman: "universal service vs. public sector service"
- **Next in thread:** Rex Buddenberg: "Re: universal service vs. public sector service"

Topic Suggestions

Technology Task Force (ttf@abilene.com)
Wed, 28 Aug 96 16:40:36 –0500

The subjects already suggested have generated pages and pages
of comment, but the one closest to my heart has not been
addressesed, yet.

Robert Terry asked for technical standards, and George H Brett
II pointed out the need for definitions of the terms we
'assume' have definitions we agree upon. Standards and
Definitions *must* be explored and accepted, or we can argue
without end, not realizing we actually agree, but are using
different terms to describe the same things.

This is, perhaps, a problem to be first addressed by our
moderator, Bob Carlitz.

[Moderator's Note: This is a good point. I will try to
help provide an overall framework for the discussion as we
go along. For the first few days, however, I think it's a
good idea to let people say what's on their minds. I don't
want to force the discussion into channels which the majority
don't find to be the most important ones to explore.]

Another is the volume of words we transmit by including the
.snip.. to identify the passage to which we are responding.
Short of preserving every response, what else can we do? Is
there not more concise way to identify the initial comment, and
the subsequent responses?

[Moderator's Note: I would recommend that people minimize
quoting of other messages. If you haven't looked at the
on-line archive of messages, please do.. It includes indices
by subject, author and thread, which make it pretty easy to
follow a given line of discussion without any quoting of
previous messages. You can find it at
        http://info-ren.pitt.edu/universal-service/discussion.html
]

I am not a visitor to 'chat rooms' and am innocent of e-mail
etiquette which might ease my concerns. It does seem that some
have redundant self identifiers in their closings, since we are
to respond only to the given posting address.
With over 250 registered in this seminar, it may tax the
capacity of our storage if everyone must respond each week.